

ANNUAL REPORT OF THE DIRECTOR

FOR 1940-41



AMERICAN ASSOCIATION FOR ADULT EDUCATION
SIXTY EAST FORTY-SECOND STREET
NEW YORK, N. Y.

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AMERICAN ASSOCIATION FOR ADULT EDUCATION

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PART I

IT IS inevitable in time of national crisis that education should be confused. Particularly is this true of adult education by very reason of its nature, for current events are shaped by adults. Earlier in this series of reports it was pointed out that education seldom *leads* in matters pertaining to social organization and reorganization, but that usually it *follows* great ground swells of public opinion. This procedure is precisely similar to that followed by government under democratic forms. Both education and government respond to, rather than lead, public opinion. However, they react with a greater degree of speed than is commonly conceded. By and large, important changes in education and in government come *after* and not *before* the progress of public thinking. Those of us who are highly optimistic with regard to social reform may doubt the truth of this assertion. It would be comforting and flattering to our *amour propre* as educators if we could concur in the more optimistic view. Unfortunately, history does not produce the evidence necessary for belief in this theory.

Adult education, along with education on other levels, has been directly and profoundly influenced by the war in Europe. Only in its second year is this war approaching its true perspective in the minds of educational leaders. We are just beginning to recognize its fearsome

proportions as one phase of a social revolution sweeping the world. It is but natural, then, with chaos and confusion characterizing the thought of the political leadership of the world, with regrets as to the past and fears as to the future confounding the world's social leadership, that educators alike should be confronted with problems difficult to define and seemingly incapable of immediate solution.

The operation of the National Selective Service Act in the United States has outlined three definite periods in the life of the soldier that materially affect his well-being and his status as a member of society. These include: (1) the period of pre-induction when the soldier knows that he is to be called upon for national service and ultimately for sacrifice, the exact nature of which, however, he can not visualize; (2) the active period of his service in the armed forces, either in time of emergency or in time of war; and (3) the period of his rehabilitation and permanent placement in civil life, either after a mere mustering-out process or after the achievement of peace.

It will help us in our thinking about the citizen, man or woman, who is not and probably will not be a soldier, if we attempt to draw an almost exact parallel. It is a truism in the present European war that the non-soldier is no longer a non-combatant. With or without a dec-

laration of war on the part of the United States, the non-soldier citizen has become, in a very large sense, a combatant. He must prepare himself for actual service in his country's national effort, even though that service may be confined merely to a better performance of his present task in his present position. Certainly the continuing crisis will involve a better performance of his duties as a citizen in his own community and state. However, precisely as the potential soldier is without information as to the exact nature of his future service, so is the citizen without exact knowledge of the part that he will be called upon to play in the national effort. During the months that have just passed, and in lesser degree ever since September 1, 1939, the American citizen has been passing through his "pre-induction period." What should this citizen be doing to prepare himself for the effort to come, especially when, in so far as social strains are concerned, he has learned little of the probable nature of the emergency of the future?

The period of active service lies just ahead. All the necessary business of materialistic defense of our persons, our property, and our communities must be worked out. And this, even though we can not foresee the shape, the size, or the form of the danger that confronts us. Just as the soldier feels that there is little that he can do as a civilian to prepare himself for military training, so the citizen in this pre-induction period feels that there is little he can do to prepare himself for community service that will be useful in time of actual war, if war shall come.

The citizen possesses a naive and somewhat childlike belief that, when the crisis arrives, the way will be made clear to him. This is a service that he expects of his political leaders. He forgets that

they, like the educators, follow, rather than lead, the ground swells of public opinion. He forgets that he, as a citizen and with his neighbors and his fellows, must help to decide the general course of action.

Few soldiers delude themselves into believing that, following the period of their military service, they will be able to assume their accustomed places in civil life without loss and with rosy prospects for the future. The citizen, again like the soldier, should prepare himself for the difficult social, political, and economic readjustments that are an inevitable aftermath of world conflict. The mustering-out of the citizen, in exactly the same way as the mustering-out of the soldier, will profoundly affect the conditions of peace that will prevail in the world following the cessation of actual warfare. These are considerations that both as educators and as consumers of education we push off into the future with the pious hope that a way will be pointed out to us.

These various considerations all bear upon the increasingly important question of civilian morale in the United States. Whether this country remains an "arsenal for democracy," or advances into the status of a belligerent, makes little difference when the attainment of civilian morale itself is considered. Differences in our national status will involve changes in approach to the problem of civilian morale, but will not alter materially the question of its desirability. It is just as important that we attain quickly, during the period of non-belligerency, a high degree of civilian morale as it is important that the same status be achieved in a state of actual warfare. The difficulty will lie, of course, in bringing home to the public generally the urgency of the need for morale in a national position that may remain perhaps for an indefinite period

"short of war." In our democratic way of life, the achievement of public morale is a direct concern of adult education. The interdependence of adult education and democratic processes is by now too well known to need further elaboration.

There are various ways in which, presumably, national civilian morale may be achieved. The one employed in World War I is possibly the best known. At the same time, it is a method which, in the long view, runs the risk of tearing down the very social institutions that democracies always have cherished. A government-conducted or inspired "Ministry of Education and Propaganda" smacks all too intimately of the techniques employed by the dictators. Our national experience with such an agency in 1917-1919 indicates that, despite a certain measure of immediate effectiveness, it results over a period of time in loss of confidence in the purposes of democratic government. It is not to be forgotten that, regardless of where such plans or schemes originate, they will bear the name of education and most likely that of adult education.

What, then, are the alternatives to government-initiated schemes of propaganda for the inducement of morale? Undoubtedly, the most effective, far-reaching, and enduring plan of civilian morale would be one that would originate with the people themselves, rather than with their political leaders. Would it not be possible, then, for Americans to think of building morale community by community, county by county, state by state, rather than through the doubtful and remote leadership of a national Ministry of Propaganda? There are few among the leadership of adult education in this country who would not agree that the community approach is far preferable to any form of high-powered national effort.

There would be little difficulty in a community-engendered program of civilian morale in bringing about coordination and cooperation with the Federal Government. The community leadership, intimately acquainted as it would be with the considerations at stake in the civilian morale, could and would deliver public opinion more effectively to the purposes of the government than if prescriptions for thinking were handed down to the community leaders from a federal source. And the thinking, when done both by the public and by the leadership, would be based much more upon understanding than upon pure emotionalism. Such a process would stand firmly upon democratic belief in the diffusion of knowledge among the people, in contrast to the blind herd followership inherent in the Nazi and Fascist creeds. It would be a courageous test of our much-vaunted democracy to put it to the crucial test of a genuinely educational process. There can be little doubt that a justification of our faith would result, though the way would be far from easy and the effort demanded tremendous in amount and in scope.

If we can agree as to the desirability of the community approach to this important problem, then what can we, as educational leaders in our several communities, do to achieve it? Immediately there arises in the mind of the community leader a series of dilemmas when the practical outworkings of such a plan are considered. It is not the purpose of this report to attempt to solve such problems. It is, rather, its rightful function to pose certain of these questions for the discussion of the members of the Association both at the annual meeting and in other conferences to occur as the defense of our country develops.

Should we in our communities, in our

states, and in our nation attempt to strengthen ourselves for the emergency through the enhancement of our existing social institutions along lines dictated by their evolution through the years? Or should we, on the other hand, abandon temporarily the progress of these institutions (which, after all, are the concrete expression of our folkways) and throw ourselves whole-heartedly into the materialistic aspects of national and local defense? There will be found advocates of both these courses even in the ranks of the adult education leaders themselves. One group will argue that diminution in the effort to make progress in social and educational reform constitutes a betrayal of the essence of democracy. Another group will counter with what will be described as the practical and efficient approach to the emergency—through use of the argument that temporary abandonment of democratic usages is not dangerous provided the temporary character of that abandonment is emphasized.

Let us examine, though not in detail, some of the moot questions or minor dilemmas that stem from this central problem. The main question has been variously stated: Are we to give up some—even perhaps a good many—of our liberties in order that we may be able to fight more effectively for the greater concept of a whole people's liberty? Are we to sacrifice for the time being principles dear to our democratic hearts in order that in the future our ability to practice these very liberties may be safeguarded?

This question or, if you will, dilemma underlies most of the thinking in America today on subjects relating to government and to education. What is to be our attitude toward the ancient tradition of English-speaking peoples in the matter of free speech? Curtail it in certain degree we shall be forced to do, but is it

possible to carry out the curtailment process with adequate recognition of the right to be heard of minorities and of dissidents?

What about the tradition of local autonomy in government and in education? Admittedly, centralized government from the short-range point of view is more efficient. Shall we centralize in our communities, in our counties, in our states, and above all in our Federal Government? Or shall we, with all the shrewd distrust of remote control characteristic of our ancestors in this country, apply certain definite brakes against this tendency?

Shall we rely upon centralized government to carry out both social reforms and social relief? Or shall we see to it that these necessary improvements in our social status are initiated in the local community and carried through only as fast and as far as public opinion in the local community permits? It is easy to bring this question down to such concrete considerations as local housing, and especially, of course, local housing in communities whose economic life is centering more and more upon national defense. Again, the question is one of urgency, and there are definitely two sides to it.

The practical, concrete questions, however, fade into unimportance when ranged alongside the intangible, far-reaching consequences of policies relating to the control of thinking. Of course, education is a central factor in the process of producing mass thinking. The emergency may well be likened to an epidemic of disease. The question that faces the thinking American today is similar to that which faces the local health authority. Is the epidemic to be controlled by measures which make for immediate palliative effects? Or, is it to be considered in terms of the long-time health and well-

being of the community? The choice does not lie between doing something and doing nothing. The presence of the epidemic is clear. It is translated to us in terms of war and of revolution. We have no choice but to do something. The question is what to do and—that once determined—how is it to be done?

Another approach to this problem—also on the long-time basis—lies in attempting to determine whether or not the necessities of the present emergency situation may be capitalized upon in terms of eventual gains. Are we to employ cheap and makeshift methods to meet immediate needs without reckoning the future cost in terms of time, energy, and money? Or, on the other hand, are we to attempt to rebuild and reorganize our communities, both in the materialistic and in the non-materialistic sense so that in the years to come, after peace has descended upon the world, these communities may be stronger rather than weaker for their defense effort? This question has cogently come to the fore in the last few months with respect to the national policy in relation to local, private voluntary agencies for social well-being and social uplift. Are these agencies to be strengthened, or, through the necessity of immediate governmental action in order to meet urgent conditions, are they to be allowed to languish and perhaps to die? Again the question resolves itself into a decision of whether or not time, and its twin, efficiency, will permit us to follow our usual slow-but-sure democratic practices.

To what extent can our educational and social leadership withstand the pressure to channelize public opinion? As a nation we must have unity. But to what extent must we achieve it at the price of loss of public understanding? That this loss of understanding occurs inevitably

as a result of an emotional drive, there is no question—and it occurs in direct proportion to the pitch and intensity of the emotional appeal.

How much patience should the adult educator have with the so-called practical man who says that education, public discussion, debate, and such matters are to be thrown out the window in the light of the crisis that confronts the nation? Many Americans hold this view, though most of them express regret at what they feel to be the necessity. It is noteworthy that in the British Isles, in Canada, and in Australia, where exist the three great concentrations of English-speaking peoples aside from that of the United States, it has been found possible, over a period of nearly two years of war, to continue educational and free discussional practices. Debate and discussion have not been thrown out the window. Questions of governmental and public policy continue to be subjected to criticism and to analysis. Democratic processes have not been abandoned in our closely related cultural areas. Is it necessary, then, for us in the United States to consider such a suppressive censorship? There will be widely differing answers to this question, even among the adult educators.

The questions here outlined are those which strike at the root of the matter so far as the continuance of democratic processes based upon educational understanding are concerned. They transcend in long-time importance even such questions as the training of armies, the building of ships, the production of armaments. What boots it to save either our skins or our economic prosperity if, in the process of salvage, there are lost our essential freedoms, our traditions of tolerance and of decency, our recognition of the inherent and basic rights of men to

live, to work, to worship, and to understand? We shall all be agreed as to the prime necessity of preserving these components of our social life. There will be wide differences among us, however, as to the procedures to be followed, and even

greater disparities in our opinions as to the degree of sacrifice necessarily involved. But surely it is the task of adult education to work toward solutions which are practicable and full of the wisdom that as a people we possess.

PART II

EMERGENCY PROGRAM FOR DEFENSE

All educational forces in America now have a two-fold duty. The first is to awaken in the public mind a greater appreciation of the meaning of democracy, and a steadier loyalty to its purposes. The second is to strengthen the nation against any possible aggression. These two purposes are closely related when the values defended are those that we call the democratic way of life. All would have wished for peace and a chance to extend and to improve democratic processes in every phase of American life. But the price of peace may be to arm for defense, even though armament is itself a threat to democracy unless the public be on guard. We may have to use our arms against an enemy. But a people—especially a technically resourceful people—united in the love of common ideals is not easily overcome. An educational agency is bound to remember that whether we have peace or war, the world will have to be rebuilt. Unless democracy can be kept alive, even a victory in battle will be a defeat.

Preparation for military defense, however, does make demands of its own. In modern warfare, the morale of the civilian population must be kept up. Everyone, civilian and soldier alike, must learn to protect himself. Large numbers will work in the factories making munitions of war or accessory materials and they, as well as those in military training, will be directly engaged in defense. Just as

their personal lives will be changed by the emergency, so must the programs of many educational agencies be remade in order that special technical training can be given, although it may have little value when the war is over. For such an institution as the American Association for Adult Education this change is slight. The Association is especially prepared to provide a part of the educational foresight that will reduce the social and personal loss caused by military activities.

In spite of the present haste, educators must use what they have learned about differences among individuals in putting the right men in the right places. They should not stop there. They should try also, wherever possible, to make wartime experience educationally valuable for civilian life. The Association can play a part in these adjustments, not only directly but also indirectly, by doing all it can to awaken real concern for the preservation of human resources.

These human resources, useful now in preparation for defense, will be needed again when the time comes for democratic reconstruction. A nation's soundness of body and mind is fundamental for either purpose. A strong nation is made by happy and secure people, by men and women efficiently at work in self-respecting jobs. A strong nation must have the education that its people need for knowing what democracy is worth.

As early as October, 1939, the Executive Board, as the result of a special meeting, went on record as favoring the appli-

cation of the resources of the Association to problems relating to the national defense of the United States. Subsequent meetings of the Executive Committee developed a definite program which, in the fall of 1940, was presented to the trustees of the Carnegie Corporation. The program consisted of two parts: (1) field work aimed at increasing opportunities for discussing and achieving democratic processes, and (2) an attempt to improve the quality of the democratic

processes by assembling, preparing, and distributing current materials relating to defense of American culture.

In cooperation with local, state, and regional adult education councils and associations, regional conferences on adult education and defense were arranged in fifteen centers spread throughout the country. Fourteen of these gatherings have been held; the fifteenth is scheduled for July, 1941, in Honolulu, Hawaii.

The fourteen conferences already held were located as follows:

<i>Conference</i>	<i>Local Sponsor</i>
New England Regional Conference Springfield, Mass. December 12-14, 1940	Springfield Adult Education Council
Conference on Adult Education and the Negro Washington, D. C. January 30-February 1, 1941	Associates in Negro Folk Education and Howard University
Midwest Regional Conference Chicago, Illinois February 7-8, 1941	Adult Education Council of Chicago and Illinois Adult Education Association
Great Lakes and Ohio Valley Regional Conference Columbus, Ohio February 13-15, 1941	Ohio Association for Adult Education
East Central Regional Conference Indianapolis, Indiana March 6-8, 1941	Indiana University Extension Division
Mountain Plains Regional Conference Denver, Colorado March 13-15, 1941	Adult Education Council of Denver
Missouri Valley Regional Conference Omaha, Nebraska March 18-19, 1941	Adult Education Council of Omaha and Nebraska Council of Adult Education
Pacific Southwest Regional Conference Pasadena, California March 20-22, 1941	California Association for Adult Education
Southwestern Regional Conference Austin, Texas March 27-29, 1941	University of Texas and Texas Federated Agencies for Adult Education
South Central Regional Conference Stillwater, Oklahoma April 3-5, 1941	Oklahoma Agricultural and Mechanical College and Oklahoma Council on Rural Life and Recreation
Pacific Northwest Regional Conference Spokane, Washington April 8-10, 1941	Pacific Northwest Association for Adult Education
North Central Regional Conference Minneapolis, Minn. April 17-19, 1941	Minnesota Adult Education Council and University of Minnesota
Middle Atlantic States Regional Conference Albany, New York April 24-26, 1941	Division of Adult Education of the State Education Dept.; New York State Council of Adult Education; and New York Adult Education Council
Southeastern Regional Conference Knoxville, Tenn. April 27-29, 1941	Southeastern Association for Adult Education

It will be noted that the geographic spread of these meetings is wide and that in every case a local adult education group or organization took primary responsibility for the program. The national Association aided in constructing the programs for the meetings, this work being done largely through its two field representatives for community organization, Charles A. Hogan and Herbert C. Hunsaker. In addition, the Association made an average contribution of \$300 toward the expenses of each gathering, this money having been provided by the Carnegie Corporation grant in support of the general Association defense program. Audiences at the conferences have ranged from 250 to 900. At each conference there have been representatives of local, state, and regional school systems; universities; libraries; labor organizations; churches; agricultural services; social agencies; group-work organizations; luncheon clubs, etc.

Emphasis at all conferences has been on community organization and community action as the chief means of bringing the resources of adult education to bear on the national emergency. As a result, there have been formed many local adult education councils and committees. In several instances, state committees in defense of democratic processes have evolved, these efforts being carried on under a variety of names, but all aimed at comprehensive defense of the American democratic way of life. In several states, governors have been called upon to lend official backing to such state organizations of citizens.

Public reaction to the conferences has been in every case immediate and encouraging. The local press has extended the public knowledge of the meaning of education to the defense program. The two field representatives of the Associa-

tion visited more than two thirds of the states of the Union, their activities being spread into every major section of the country. In addition to their regional duties, they have aided scores of adult education agencies and councils and have given advice looking toward the formation of additional councils and agencies in every region visited. The demand for the services of the two representatives has been insistent and gratifying, and expressions of appreciation for their aid have come to the Association from every region covered.

As a part of its defense program, the Association established in the course of a year a new bulletin known as *Community Councils in Action*. This bulletin serves as a clearinghouse for information about the activities of adult education councils. It carries contributions from various parts of the country, but is edited and published by the Association. The bulletin supplements the work of the field representatives, and the four issues that have appeared during the year 1940-41 have served as useful media for spreading information about actual programs adaptable for general use throughout the nation.

The approach of the Association to the problem of assembly, preparation, and distribution of current materials for study and discussion use, and as a follow-up of the field efforts, has taken the form of two new publications known as *Defense Papers* and *Defense Digests*. The first numbers appeared in December, 1940. In the months since their appearance, without benefit of paid advertising, orders have been placed for nearly 30,000 copies of the three publications. Included in this figure are approximately 1,600 subscriptions for the eight issues of *Defense Papers* scheduled for the year; also approximately 700 similar sub-

scriptions for the twelve issues of *Defense Digests*; and 500 for the four issues of *Community Councils in Action*. Quantity sales account for the balance of the figure of 30,000.

Both *Defense Papers* and *Defense Digests* are issued primarily as aids to the many adult groups now discussing national defense. The contents are addressed not only to problems relating to the material defense of the nation, but also to other urgent national problems, such as housing, health, civil liberties, etc., all of which have become increasingly important during the national emergency. The aim of all the defense publications has been to provide practical assistance to individuals and groups desirous of increasing their understanding of democratic processes. The public response to the issuance of these publications is indicative of the widespread need felt on the part of a serious and highly important section of the national population.

The technical task of producing subject-matter materials for discussion has proved to be a fascinating experimental venture. The Association had the benefit of the experience of the last four or five years of the Readability Laboratory, maintained by it at Teachers College, Columbia University, but, even so, much remained to be done in exploring the possibilities of writing at approximately the tenth-grade level of educational experience. Effort has been made to prepare the materials for use by persons of limited educational experience, but at the same time to guard against making them unpalatable for those at higher levels of education. The contents have been chosen with a definite view to their discussibility. A factual basis is given in every case, followed by a delineation of issues, the suggestion of questions for

discussion (so designed as to be useful in the hands of an inexperienced leader), and in each case reference lists of materials in print, readily available and at little or no cost, are included. In addition, attempts are made to list available films and radio broadcast scripts bearing on the same subject.

Of the twelve *Defense Digests* scheduled for publication during the year, four have been movie discussion guides wherein sound motion pictures available in 16 mm size have been used as the basis for the discussion. In the movie discussion guide, the film largely takes the place of the actual text. This has been a unique venture in that little or nothing heretofore had been published for adult use in conducting discussions based on motion pictures.

The following are a few of the subjects dealt with in *Defense Papers*:

- Rearmament—Is It Efficient?
- Training Workers for Defense
- What Kind of Peace?
- What Should We Do about Japan?
- On Guard for Civil Liberty
- Pan-America—Can It Work?
- Paying for Defense
- Swords and Ploughshares
- The Negro—His Place in Defense
- Women in Defense

The twelve issues of *Defense Digests* have been on the following subjects:

- Our Policy in the Pacific
- Freedom of Assembly
- Housing for Citizens
- Discussing Your Defense
- Women in Defense
- Your Town and Defense
- Farmers and Defense
- Health of the Nation

Movie Discussion Guides:

- China's War and the U. S. A.
- Unemployment and Defense
- Planning for Living
- What Shall We Defend?

The preoccupation of the Association with *Defense Papers* and *Defense Digests* marks its first venture into the field

of preparing and distributing subject-matter materials for adult use. From the experience in the defense program, it seems clear that a useful continuing service could be performed in supplying materials for study and for discussion at not one but many levels of educational experience.

The Association has had the advantage of excellent cooperation from the public libraries of the country, and in fact one, the New York Public Library, has permitted a member of its staff to give professional assistance to the Association in compiling reading lists. In addition to the distribution through libraries, defense publications are being used extensively by the educational classes in the W.P.A.; by workers' education groups and labor unions, in which there has been a gratifying response; by forums and study groups; by adult education councils; by group-work organizations, by settlements and by social agencies; among home demonstration leaders, granges, and farmers' cooperatives. Analysis of the geographical distribution shows that Texas leads the list, with New York, Ohio, Illinois, California, Pennsylvania, and Massachusetts following in that order. Many national agencies have cooperated in the distribution of these defense materials. The National University Extension Association, American Library Association, American Institute of Banking, the Workers Education Bureau of America, the Young Men's Christian Associations, Delphian Society, Rotary Clubs of America, Jewish Welfare Board, U. S. Office of Education, etc., have all given valuable publicity aid to the publications and, in many cases, have mailed notices to their members. Exhibits at regional meetings have proved valuable as well.

Through the generosity of the trustees

of the Carnegie Corporation, the Association has been enabled to conduct its emergency program under a budget of \$85,000. This has been distributed approximately in terms of one third to field-work expenses and two thirds to production and distribution of materials.

During the year, the Director of the Association has served as a member of the Executive Committee of the National Committee on Education and Defense, in the membership of which latter body the Association is included. The Director has also served as a member of the Subcommittee on Military Affairs of the National Committee. Through this connection, the Director was instrumental in having prepared a memorandum on a proposed program of education for the United States Army, which is now under consideration by the Joint Army and Navy Committee on Welfare and Recreation.

During November, 1940, the Director made a visit to various Army centers in Canada for the purpose of observing the Canadian Army's education program. A memorandum on this program has had wide distribution and was published in the April, 1941, issue of the *Journal of Higher Education*. Copies of it were also made available to the War Department.

STUDY PROGRAM

During the course of the year four additional members of the series of Studies in the Social Significance of Adult Education have been published by the Association, thus bringing the total number of volumes in the series to date to twenty-five. Two remain yet to be published: *A Study of Adult Elementary Education*, by Ruth Kotinsky, and *A Study of University Extramural Programs*, by James Creese. These two books exist in

manuscript form and will be published before September 30, 1941.

In addition, the Association has made arrangements with a well-known and qualified writer, who has agreed to review the entire series of twenty-seven volumes, and to write a book based thereon, viewing adult education as a social phenomenon of the twentieth century in the United States. This will be an interpretative and philosophical treatment and will be designed for a popular audience. The Association would hope to see this book published in the trade and given wide distribution.

The volumes in the series of Studies in the Social Significance of Adult Education published during the year are: *Education for Social Understanding*, by Gaynell Hawkins, September, 1940 (Edition, 2,500); *Culture at a Price*, by Ella Woodyard, December, 1940 (Edition, 2,500); *Leaders for Adult Education*, by H. A. and Bonaro Overstreet, March, 1941 (Edition, 3,000); and *The Literature of Adult Education*, by Ralph A. Beals and Leon Brody, May, 1941 (Edition, 3,000).

The issuance of the final or omnibus volume puts a period after a four-year study of the Association which grows in importance and significance as time goes by. Some 60,000 copies of the books in this series have been placed in circulation and have been sent to many quarters of the globe. It is interesting that the studies have proved serviceable in foreign countries where some of them have received wide attention through reviews and analyses. Particularly is this true in Australia and New Zealand.

READABILITY LABORATORY

In the conduct of nearly all educational activities for adults, the question immediately and automatically is raised

as to the availability in print of subject-matter materials geared to the needs and educational qualifications of the persons to be served by such activities. The variations in educational experience of the American population are wide indeed. For the upper levels, materials exist in fairly adequate amount, but many of these are too technical and complex to be of service, even to university and college graduates. As steps down are taken in the degree of educational experience of the audience to be served, the dearth of materials becomes more acute until, at the extreme lower levels, almost nothing is available. There is a problem then, on every educational level, of simplifying and, to an extent, popularizing materials in order that they may be attractive and useful to the adults undertaking study and discussion. The problem posed is one of simplification and popularization without vulgarization. It boils itself down to the production of exceptionally good educational exposition rather than the discovery of a magic formula of simplification, which it is safe to say does not exist.

In an attempt to progress toward some few solutions of certain of the aspects of this complex problem, the Association Committee on Simplification of Materials was formed some three and a half years ago. Under its auspices there was set up a Readability Laboratory, whose first task was to correlate and interpret the psychological and other research done on adult reading in various parts of the world, but particularly at the University of Chicago and at Teachers College, Columbia University. Out of this correlation came a fairly concrete statement of the existing knowledge about reader interests and about certain of the techniques of writing in order to cater to these interests.

These findings were immediately put to work in the production of the Peoples Library series of books, issued at low prices for an audience representing the average school-leaving age of about the eighth grade. There have been sold approximately 160,000 copies of the eleven books in this series, for which the Readability Laboratory has been directly responsible.

The enormous amount of tabloid news print, "pulp" magazines, "slick" paper periodicals, farm journals and vocational specialty materials consumed annually by people of limited educational experience constitutes abundant proof that this portion of the public will read if interest is aroused. Modern typography and illustration will aid in getting attention. But arousing interest is not enough. The contents must be direct in style and factual in approach. Complexity of vocabulary and of structure must be avoided. Brevity is of the essence. The characteristic essay form of educational materials must be abandoned. Given these ingredients, there seems every reason to believe that people of limited educational experience not only will read nonfiction but will read it in book form. And this is the large element in the population that under present conditions does not read books of any kind.

In addition, the staff of the Laboratory is engaged in constructing a system of reviewing newly published books (particularly popularizations), evaluating such books in terms of their usefulness to various types of readers. This system of classification, covering the humanities, the physical and life sciences, and the social sciences, is being made available to the librarian through a special committee of the American Library Association appointed for the purpose. Various other library services stemming from this

enterprise are being developed by members of the Laboratory staff.

ENGINEERING SURVEY

In cooperation with the U. S. Office of Education, the Association sponsored and financed a survey of the need for technical training in defense industries in the New York metropolitan area. This survey was conducted by a staff under the direction of James Creese, who served as Assistant to the Director of the Association during the year 1939-1940. By means of this quick survey carried out over a period of six weeks, defense training needs at the collegiate level were identified, particularly in the airplane industry. As a result of the survey and of a subsidy provided by federal funds to the engineering colleges cooperating with the U.S. Office of Education, there were set up two schools for training young executive engineers, one in Hoboken, New Jersey, and the other in Brooklyn, New York.

The example of the survey in the New York area has been widely followed and may be said to possess national significance in that it has facilitated the development of the defense industry training program at the collegiate level. All the important engineering colleges in the New York metropolitan district were represented on the committee that had charge of this survey.

ADMINISTRATION

The following have served as Officers and members of the Executive Board for the year 1940-41:

President: Harry A. Overstreet
Vice-Presidents: Austin H. MacCormick
Alexander Meiklejohn
Ralph Munn
John W. Studebaker
Althea Warren
Henry M. Wriston

Honorary Chairman: James E. Russell

Chairman: Everett D. Martin

Secretary: Jennie M. Flexner

Treasurer: Harold Stonier

Director: Morse A. Cartwright

Executive Board

Beulah Amidon**	J. Walter Dietz*
Harold Benjamin*	Franklin F. Hopper*
Jerome H. Bentley**	Edith J. R. Isaacs*
Arthur E. Bestor**	Hans Kohn***
Edmund deS. Brunner***	Spencer Miller, Jr.*
Lyman Bryson**	Agnes Seasongood**
Harry W. Chase**	Hilda W. Smith*
Ned H. Dearborn**	Caroline A. Whipple***
George V. Denny, Jr.***	George B. Zehmer***

The list of standing committees appointed by the Chairman for the year 1940-41 is as follows:

Note: The Chairman and Director are members of all committees ex officio. The Chairman of the Committee on the Emergency Defense Program has served during the year as a member of the Executive Committee ex officio.

Executive: Harry W. Chase, Chairman; Jerome H. Bentley; Arthur E. Bestor; Edmund deS. Brunner; Lyman Bryson; Ned H. Dearborn; Spencer Miller, Jr.; Everett Dean Martin (ex officio); Jennie M. Flexner (ex officio); Harold Stonier (ex officio); Morse A. Cartwright (ex officio).

Emergency Defense Program: Franklin F. Hopper, Chairman; Jerome H. Bentley; Lyman Bryson.

Annual Meeting: Austin H. MacCormick, Chairman; Edmund deS. Brunner; Franklin F. Hopper.

Regional Conferences: Arthur E. Bestor, Chairman; Jennie M. Flexner; Charles E. Rush; Elmer Scott; Harold Stonier. *Associates:* R. M. Grumman; Herbert C. Hunsaker; Alain Locke; J. Lloyd Mahony; Ralph McCallister; H. Y. McClusky; Philip C. Nash; John W. Powell; J. T. Reid; Agnes Seasongood; Malcolm Wyer.

Vocational Education and Guidance: J. Walter Dietz, Chairman; James Creese, Vice-Chairman; L. R. Alderman; Jerome H. Bentley; C. S. Coler; W. M. Cooper; Harvey N. Davis; Paul L. Essert; Nat T. Frame; Robert Hoppock; George Johnson; Edwin A. Lee; Austin H. MacCormick; George C. Mann; A. J. Stoddard; Harold Stonier.

Radio Education: Harry W. Chase, Chairman; Arthur E. Bestor; Lyman Bryson; Ned H. Dearborn; George V. Denny, Jr.; Frank Ernest Hill; C. S. Marsh; Levering Tyson.

Simplification of Materials: Charles A. Beard, Chairman; Lyman Bryson; Morse A. Cartwright; Arthur S. Hoffman; Harold D. Lasswell; Austin H. MacCormick; Frederic G. Melcher; Charles Merz; Harlow Shapley; A. L. Threlkeld; Miriam Tompkins.

Adult Reading: (Joint Committee with the A.L.A.) Lyman Bryson; Edward L. Thorndike. Members appointed by the A.L.A.: Sigrid A. Edge; Marian S. Carnovsky.

Rural Problems: Edmund deS. Brunner, Chairman; Marguerite H. Burnett; Olive D. Campbell; W. M. Cooper; Helen H. Dingman; Dorothy Canfield Fisher; Nat T. Frame; Grace E. Frysinger; Wil Lou Gray; R. M. Grumman; Benson Y. Landis; Frank L. McVey; Elizabeth C. Morris; J. T. Reid; James E. Russell; W. H. Stacy; Carl Taylor; Caroline A. Whipple; George B. Zehmer.

Library Cooperation: Franklin F. Hopper, Chairman; Seymour Barnard; W. W. Bishop; Lyman Bryson; Leon Carnovsky; L. L. Dickerson; Linda A. Eastman; Milton J. Ferguson; Dorothy Canfield Fisher; Jennie M. Flexner; Alvin Johnson; Carl H. Milam; Ralph Munn; R. Russell Munn; Ernestine Rose; Charles E. Rush; Miriam Tompkins; Douglas Waples; Althea Warren; Louis R. Wilson; Malcolm Wyer; George B. Zehmer.

Workers' Education: Spencer Miller, Jr., Chairman; Beulah Amidon; Charles A. Beard; Harold Benjamin; Mollie Ray Carroll; Ned H. Dearborn; Paul L. Essert; Eugene Kinckle Jones; Read Lewis; Kirtley F. Mather; William A. Neilson; David K. Niles; John W. Powell; Jesse T. Reid; Hilda W. Smith.

Councils: Agnes Seasongood, Chairman; Glen Burch; Winifred Fisher; Ralph McCallister; Philip C. Nash; Charles E. Rush; Althea Warren.

Museums: Charles Russell, Chairman; L. V. Coleman; Harvey N. Davis; Henry W. Kent; Philip N. Youtz.

Public Schools: A. J. Stoddard, Chairman; L. R. Alderman; E. W. Baldur; Harold Benjamin; Ned H. Dearborn; Wil Lou Gray; Sidney B. Hall; Katherine M. Kohler; George C. Mann; C. S. Marsh; G. L. Maxwell; James A. Moyer; Ross O. Runnels; John W. Studebaker; J. K. Torbert; Caroline A. Whipple; Edna N. White.

Forums and Discussion Groups: Hans Kohn, Chairman; Charles A. Beard; Lyman Bryson; George V. Denny, Jr.; Thomas Fansler; David K. Niles; Harry A. Overstreet; John W. Powell; Chester D. Snell; John W. Studebaker; Philip N. Youtz.

* Term expires September 30, 1941.

** Term expires September 30, 1942.

*** Term expires September 30, 1943.

Churches: Harry C. Munro, Chairman; Arthur E. Bestor; David I. Cedarbaum; Wilbur C. Hallenbeck; F. Ernest Johnson; George Johnson; Benson Y. Landis; Bernard Meland.

Universities and Colleges: Leon J. Richardson, Chairman; Harold Benjamin; Remsen D. Bird; W. S. Bittner; Harry W. Chase; James Creese; A. Caswell Ellis; Carl F. Huth; Walter Jessup; Ralph McCallister; Kathryn McHale; John C. Merriam; James A. Moyer; Philip C. Nash; William A. Neilson; Florence H. Snow; Levering Tyson; Henry M. Wriston; George B. Zehmer.

Negro Education: Alain Locke, Chairman; Lyman Bryson; W. M. Cooper; Franklin F. Hopper; Eugene Kinckle Jones; Ernestine Rose.

Science: Harvey N. Davis, Chairman; J. Walter Dietz; Benjamin C. Gruenberg; W. Stephen Thomas; E. L. Thorndike.

Educational Films: Seymour Barnard, Chairman; Lyman Bryson; Ned H. Dearborn; Sidonie M. Gruenberg; Edith J. R. Isaacs; Charles E. Rush.

Definitions and Terminology: Mary L. Ely, Chairman; Lyman Bryson, Ruth Kotinsky.

Subject-Matter Materials: Harold Benjamin, Chairman; Ned H. Dearborn; J. Walter Dietz; Jennie M. Flexner; Hans Kohn.

Emergency Publications: Henry M. Wriston, Chairman; Lyman Bryson; Edmund deS. Brunner; George V. Denny, Jr.; Edith J. R. Isaacs; Hans Kohn; Spencer Miller, Jr.; Caroline A. Whipple; George B. Zehmer.

TERMS EXPIRE 1942

E. W. Balduf	Alain Locke
Harold Benjamin	C. S. Marsh
Jerome H. Bentley	Kathryn McHale
Arthur E. Bestor	Robert Russell Munn
Edmund deS. Brunner	Harry C. Munro
Leon Carnovsky	Philip C. Nash
Harry W. Chase	William A. Neilson
Laurence V. Coleman	H. W. Nisonger
William M. Cooper	John W. Powell
Linda A. Eastman	Leon J. Richardson
Paul Essert	Charles Russell
Thomas Fansler	James E. Russell
Winifred Fisher	Agnes Seasongood
Jennie M. Flexner	Harold Stonier
Alvin Johnson	J. K. Torbert
Read Lewis	Caroline A. Whipple

Philip N. Youtz

TERMS EXPIRE 1943

L. R. Alderman	Benson Y. Landis
Seymour Barnard	Gertrude Laws
Charles A. Beard	Mabel Leslie
G. F. Beck	Ralph McCallister
Lyman Bryson	Roben Maaske
Glen Burch	Everett D. Martin
Eleanor G. Coit	G. L. Maxwell
Ned H. Dearborn	Charles E. Rush
J. Walter Dietz	Philip L. Seman
Dorothy Canfield Fisher	Hilda W. Smith
Franklin F. Hopper	Henry B. Stevens
Edith J. R. Isaacs	A. J. Stoddard
George Johnson	Carl C. Taylor
F. P. Keppel	Edward L. Thorndike
Katherine M. Kohler	Levering Tyson
Hans Kohn	Malcolm G. Weyer

George B. Zehmer

The following members of the Association have served as members of the Council during the term 1940-41:

TERMS EXPIRE 1941

Beulah Amidon	Henry W. Kent
Remsen D. Bird	George C. Mann
W. S. Bittner	Kirtley F. Mather
Marguerite H. Burnett	Carl H. Milam
Olive D. Campbell	Spencer Miller, Jr.
Mollie Ray Carroll	Elizabeth C. Morriss
Harvey N. Davis	David K. Niles
Frank M. Debatin*	Harry A. Overstreet
George V. Denny, Jr.	Jesse T. Reid
Helen H. Dingman	Ernestine Rose
A. Caswell Ellis	Elmer Scott
Milton J. Ferguson	Chester D. Snell
Nat T. Frame	William F. Stearns
Lou Lou Gray	John W. Studebaker
R. M. Grumman	Miriam Tompkins
Herbert C. Hunsaker	Louis R. Wilson
Walter A. Jessup	Henry M. Wriston

* Deceased

The membership of the Council suffered one loss by death during the year just closed, that of Frank M. Debatin on August 3, 1940, in California. Mr. Debatin had been a member of the Association since 1926, had served a three-year term of membership on the Executive Board from 1935-1938, and had been a member of the Council of One Hundred since 1929. Mr. Debatin was Dean of Extension, Washington University, St. Louis. His interest in the Association had been an active one, and his counsel and assistance will be missed.

Two changes in the regular staff of the Association have occurred during the year: On September 30, 1940, James Creese returned to his duties as Vice-President and Provost of the Stevens

Institute of Technology, a position from which he had been granted leave of absence for one year. Mr. Creese's connection with the Association was a pleasant one for all concerned, and it was with great regret that the Association recognized the prior claim to his services possessed by the Stevens Institute of Technology. On September 30, 1940, Florence Arnott of the clerical staff resigned to take another position. The close of the fiscal year saw also the lapsing of the appointment of H. A. and Bonaro W. Overstreet, as research associates.

No appointments have been made to the regular staff during the year, the position of Assistant to the Director having been allowed to remain vacant. One member of the clerical staff, Emily Graves, who had been on extended leave of absence, returned on October 1, 1940, and assumed the duties of secretary to the Director.

Numerous temporary appointments (all of them expiring on September 30, 1941) have been made to the special staff of the Association assigned to the conduct of the emergency defense program. The individuals so appointed, with titles indicated, are as follows:

E. Ashley Bayne, Editorial Staff
William Corcoran, Editorial Staff
Frank Ernest Hill, Editorial Staff
Ruth Kotinsky, Editorial Staff
Philip McConnell, Editorial Staff
Robertson Sillars, Editorial Staff
Seymour Barnard, Film Consultant
Charles A. Hogan, Field Representative
Herbert C. Hunsaker, Field Representative

PUBLICATIONS

The demand for the publications of the Association has continued steadily during the last year. This has been true not only of the newer volumes in the series of Studies in the Social Significance of Adult Education, but of some of the earlier studies as well, and particularly

so in the case of *Adult Education in Action*, published in 1936. This compilation has been used widely as a text in adult education classes.

Four new studies in the Social Significance series were issued during the year, bringing the number of volumes now published to twenty-five, with two more titles scheduled for issuance during the coming six months. Members of the Association have received copies of all studies issued during the term of membership.

A discussion of the publications issued as part of the Association's Emergency Program for Defense appears elsewhere in this report. Receipts from subscriptions and sales of these publications—*Defense Papers*, *Defense Digests*, and *Community Councils in Action*—are being used to meet in part the cost of production; it was not found possible to include these bulletins in the publications sent without charge to members of the Association.

During the year special grants made possible the publication of two important and interesting studies. The first, *Planning the Community School*, by N. L. Engelhardt, was published by the American Book Company, the Association purchasing a sufficient number of copies to distribute to the entire membership. The second, *A Regional Library and Its Readers*, by H. B. Chandler and J. T. Croteau, was published by the Association. This study was based on library-use records kept over a period of five years by the Prince Edward Island (Canada) Libraries. A limited number of copies was distributed to a selected list of libraries in the United States and Canada. The Association drew upon its Community Organization Fund to cover the costs of printing (offset process) two pamphlets, *Adult Education in New*

Jersey, by Leon Brody, and *Secondary Schools as Community Centers*, by Edwin S. Fulcomer.

During the twelve months since the publication of the last Annual Report, the Association has been able to distribute publications as follows:

To Members—*Journal of Adult Education*, Volume XII, Numbers 3 and 4, Volume XIII, Numbers 1 and 2; *The Literature of Adult Education*, by Ralph A. Beals and Leon Brody; *Education for Social Understanding*, by Gaynell Hawkins; *Leaders for Adult Education*, by H. A. and Bonaro W. Overstreet; *Culture at a Price*, by Ella Woodyard; and *Planning the Community School*, by N. L. Engelhardt.

To Council Members—In addition to the above: *Annual Report of the Director for 1939-40*, American Association for Adult Education; *Forgotten People*, by George I. Sanchez; *Secondary Schools as Community Centers*, by Edwin S. Fulcomer; and *Why the British People Fight*, by R. H. Tawney.

PUBLICATIONS FUND

During the twelve months ending March 31, 1941, there were few major charges against the revolving Publications Fund. The chief expenditures were for printing (offset process) 3,000 copies of a *Checklist of Free and Low-Cost Books and Pamphlets for Use in Adult Education*; and for an allocation to the National University Extension Association to be applied to the purchase, when published, of copies of the report of the study of university extension clientele being made by that organization. In addition, expenditures have been made for the part-time services of a

stockroom and mailing clerk, and for costs of distribution of publications. The income from the sale of publications and from royalties during the year amounted to \$2,907.75; expenditures to \$1,128.13. The balance of \$2,850.40, reported as of March 31, 1940, has in consequence been increased to \$4,630.02.

THE JOURNAL

Journal progress along the lines indicated in the last annual report has continued with quickened tempo during the present year. A greater number of manuscripts has been received; requests for permission to reprint articles in whole or in part have multiplied; the volume of letters to the editors has notably increased. In particular, there have been many favorable comments upon the "Clearing House" news items, most of which have been selected and prepared by Dorothy Rowland Ozanne, formerly secretary to the Director and now a full-time member of the editorial staff.

Not only the growing number of manuscripts, but also the range of subjects discussed in them, bear testimony to the spread of interest in adult education and the very wide variety of activities through which this interest now manifests itself. It is noteworthy, too, that among the writers who have submitted articles to the Journal are many not professionally engaged in adult education and some who are frequent contributors to well-known general magazines. "Adult education is capable of unifying the two great currents of lay and academic thought, rendering the former less turbid and the latter more fertile," wrote Alvin Johnson a dozen years ago. This highly desirable unification seems actually to be taking place today, accelerated by the urgent need for strengthening the ideals of

American democracy as one of the primary measures of our national defense.

Outstanding among all the issues of the Journal since its inception in 1929, were those published in June and October, 1940. The former contained seven notable addresses on various phases of the relationship between adult education and democracy, and a summary of a panel discussion on the "Perils of Democracy," all of which constituted part of the program of the Fifteenth Annual Meeting of the Association. The remainder of the conference proceedings, including a tabulated fifteen-year record of Association activities, appeared in the regular October issue, which was augmented by a 128-page supplement, made possible financially by a special subsidy from the Carnegie Corporation. In this supplement is presented an all-inclusive, up-to-date report of American adult education activities, classified under forty main heads and fourteen subdivisions.

Such a report would have been valuable under any circumstances, but its importance at the present time can scarcely be overestimated. Here we have, upon the eve of what seems certain to be one of the most critical periods in our history, a roster of the forces of adult education, by means of which we hope not only to preserve our national culture, but also to safeguard the mature, responsible section of our population against the dangers of unbalanced thought and unconsidered action. England can show an enviable record of adult education agencies carrying on with heightened enthusiasm and vigor in the very midst of war and threatened invasion. It remains to be seen whether this country can emulate that record. A comparison of adult education forces and achievements a year or five years hence with those set forth in the Journal for October, 1940, will tell

the story of the social significance of our adult education movement more conclusively than it has yet been told.

FIFTEENTH ANNUAL MEETING

The Fifteenth Annual Meeting of the Association, which convened in New York City, May 20-23, 1940, was unique in many respects among our national conferences of adult education workers.

In point of attendance, it was the largest Association meeting ever held. Twelve hundred and twenty-six persons from thirty-seven states, the Argentine Republic, Uruguay, and Canada signed registration cards. Since many who came to one or more of the evening sessions did not register, it is safe to estimate that the total attendance was well over fifteen hundred.

The program, with "The Democratic Way—an Educational Process" as its unifying theme, was more comprehensive than any previously provided. There were nine general sessions, forty-five sectional meetings, and a banquet and other special sessions. In addition to more than two hundred scheduled participants, members of the audience in great numbers contributed to the program in the general discussions with which most of the sessions were concluded.

The principal speeches made at general sessions marked a departure from the proceedings of other annual meetings of the Association in that they were not addressed to the audiences primarily as members of a profession but rather as world citizens. Thus, those in attendance were themselves exposed to four days of intensive adult education instead of devoting their time exclusively to considering ways and means of educating others. The response to this innovation was convincing proof that the time has come for

the Association to turn its attention increasingly to subject-matter fields.

Seven of the annual meeting addresses and the summary of a panel discussion on "The Perils of Democracy," which were published in the June issue of the Journal, were given wide national distribution in the form of Journal preprints. Fifteen thousand of these preprints were sent to individuals and to organizations which, in turn, circulated copies among their members. Certain of these same addresses were reprinted in other periodicals. One of them has been made the basis of a series of articles still appearing in an outstanding national monthly.

The banquet speeches, made by the President of the Carnegie Corporation and six ex-Presidents, the President, and the President-elect of the Association constituted collectively a stirring reaffirmation of faith in adult education and of rededication to its service.

MISCELLANEOUS ACTIVITIES

During the year, the Association has continued cooperative relationships with many organizations and individuals.

A continuation grant of \$2,500 was made on the recommendation of the Association by the trustees of the Corporation to the Red Hook Community Association. The experimental program in this large federal housing development has been widely publicized and its success assures its imitation in many of the five hundred federal housing projects in the country. A combined program of education and recreation has been provided. A supplemental grant of \$450 was made during the year to provide for residents of the housing project a course on problems of adolescents, conducted by the Child Study Association of America.

A final grant of \$5,000 to the People's Institute, United Neighborhood Guild of Brooklyn was made for the conduct during a second year of its experiment with film forums. Much of the experience gained by the People's Institute has been made available to the Association in the preparation of its movie discussion guides, through the appointment to the staff of Seymour Barnard of the People's Guild as a staff consultant.

The Carnegie Corporation made a grant, on recommendation of the Association, to the Common Council for American Unity (formerly the Foreign Language Information Service), for the establishment of a new periodical, *Common Ground*, for the interpretation of foreign-language groups to the American public. This publication has been successful, and has a circulation in excess of 4,000.

At the instigation of the Association, the Corporation provided a grant of \$3,500 to the Associates in Negro Folk Education to be used by that organization in promoting adult education and organization for adult education among Negroes, particularly in the South. One representative is in the field and there is a possibility that a second will be added for service during the fall.

On recommendation of the Association, a personal grant-in-aid was made to John W. Powell, Director of the San Francisco School of Social Studies, for the writing of a history of that interesting educational experiment which suspended operation on December 30, 1940.

The Association again extended recognition to the field of workers' education through two grants recommended by it and made in the fall of 1940. One was for \$5,000 to the Workers Education Bureau of America for special application to the defense program of that or-

ganization. The other was a continuation grant in support of the field service of the American Labor Education Service.

On recommendation of Francis H. Taylor, Chairman of the Committee on Education of the American Association of Museums, the Association appointed to its staff Theodore L. Low as a field representative to conduct a study of the educational programs of museums. Mr. Low's appointment was made possible through a personal grant-in-aid from the Carnegie Corporation amounting to \$2,000.

On recommendation of the Association, the Carnegie Corporation provided, in the spring of 1940, the sum of \$10,000 for the conduct of special discussions on an experimental basis by the National Council of Young Men's Christian Associations. Seven or eight experimental centers were selected and a program of high merit resulted. It is hoped that the Young Men's Christian Associations will be able to carry forward this current affairs project on its own funds.

During the year the Association accepted a legal responsibility for a grant made by the Carnegie Corporation to the Workers' Educational Association of Canada for the conduct of a program in visual education. The grant—\$6,000 in amount—has been paid over to the Canadian organization in installments on the basis of quarterly reports of progress.

The Association received a grant of \$690 (part of a total grant of \$900) from the personal grants-in-aid fund of the Corporation in support of R. Alexander Sim of Quebec Province, Canada, for the initiation of a program of rural studies in an American university. Mr. Sim chose to become a student for the half year at Teachers College, Columbia University.

He is traveling to many agricultural centers in the course of his studies.

The University of Virginia, through its Extension Department, established during the year a state-wide rural adult education project, made possible by the transfer to the University of certain unexpended balances in relief funds allocated to Virginia for educational purposes. On recommendation of the Association, the Carnegie Corporation acted favorably upon an application from the University for \$7,500, to be applied to the preparation of study materials which are to be used in connection with this project.

A second-year continuation grant of \$2,500 was made, upon recommendation of the Association, to the Osborne Association in support of its general national inquiry into educational conditions obtaining in the country's penological institutions.

CONCLUSION

The year just closed has been one of considerable strain at the headquarters of the Association. The initiation of a program involving the establishment and regular issuance of three new publications is bound to present problems difficult of solution and delicate of administration. The fact that for most of the year the program was carried with less than requisite personnel, on both the regular staff and emergency staff, put an added burden on all staff members. This burden was cheerfully assumed and carried with a high degree of efficiency. The Director acknowledges with considerable pride the loyalty and devotion of the staff of the Association.

As usual, the Executive Committee has been faithful and hard-working, and members of the Executive Board and of

the Council have given freely of their advice and counsel.

The Association, with all modesty, can take credit for a very considerable contribution to the defense effort of the nation. Both in field work and through its publications, efforts of high quality have been made to strengthen American democratic processes. The devotion of the Association to this truly patriotic objective has been greatly worth while in the opinion of the Board members and of the staff. Indications from the membership generally have been of high approval.

Respectfully submitted,

Morse A. Cartwright,
Director

New York City
April 28, 1941

FINANCIAL SUMMARY

I. Statement of Financial Condition, September 30, 1940; Statement Showing Changes in the Maintenance Fund for the Year Ended September 30, 1940; Statement of Receipts, Disbursements, and Balances of Publication, Special Project, Study, and Conference Funds for the Year Ended September 30, 1940; and Statement of Receipts and Disbursements of Appropriations Received for Account of Other Organizations for the Year Ended September 30, 1940.

(As audited by Frederick Fischer, Jr., Certified Public Accountant.)

II. Statement of Financial Condition, March 31, 1941; Statement Showing Changes in the Maintenance Fund for the Six Months Ended March 31, 1941; Statement of Receipts, Disbursements, and Balances of Publication, Special Project, Study, and Conference Funds for the Six Months Ended March 31, 1941; and Statement of Receipts and Disbursements of Appropriations Received for Account of Other Organizations for the Six Months Ended March 31, 1941.

I

Mr. Morse A. Cartwright, Director
American Association for Adult Education
60 East 42nd Street
New York, N. Y.

Dear Sir:

Pursuant to engagement, I have made an examination of the books of account of the

AMERICAN ASSOCIATION FOR ADULT EDUCATION

for the year ended September 30, 1940, and present herewith the following four exhibits:

Exhibit "A"—Statement of Financial Condition September 30, 1940.

Exhibit "B"—Statement Showing Changes in the Maintenance Fund for the Year Ended September 30, 1940.

Exhibit "C"—Statement of Receipts, Disbursements, and Balances of Publication, Special Project, Study, and Conference Funds for the Year Ended September 30, 1940.

Exhibit "D"—Statement of Receipts and Disbursements of Appropriations Received for Account of Other Organizations for the Year Ended September 30, 1940.

In connection with the foregoing, I examined or tested accounting records of the Association and other supporting evidence, including confirmation of cash in bank, by certificate obtained from the depository.

In my opinion, based upon such examination, the accompanying four exhibits set forth the financial condition of the Association at September 30, 1940, and the results of the operations for the year ended on that date.

Yours very truly,

Frederick Fischer, Jr.

Certified Public Accountant

New York, N. Y.
October 28, 1940

EXHIBIT A
STATEMENT OF FINANCIAL CONDITION, SEPTEMBER 30, 1940

Assets**Cash**

Capital Account.....	\$69,191.08	
Managing Account.....	<u>3,037.07</u>	\$72,228.15
Returnable advance on account of Study of Educational Program of Museums.....		<u>333.32</u>
Total Assets.....		\$72,561.47

Liabilities

Prepaid membership dues.....	1,051.26	
Prepaid subscriptions to <i>Journal of Adult Education</i>	<u>572.15</u>	
Balance payable on appropriations received for account of other organizations, per Exhibit "D".....		<u>26,250.00</u>
Total Liabilities.....		27,873.41

Net Assets.....		<u>\$44,688.06</u>
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The net assets comprise the following funds:

Maintenance Fund, per Exhibit "B".....	\$9,967.50	
Publication, Special Project, Study, and Conference Funds, per Exhibit "C".....	<u>34,720.56</u>	
		<u>\$44,688.06</u>

EXHIBIT B
STATEMENT SHOWING CHANGES IN THE MAINTENANCE FUND FOR THE YEAR
ENDED SEPTEMBER 30, 1940

Balance, September 30, 1939.....		\$14,960.29
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Additions

Appropriations received from Carnegie Corporation of New York for:

Maintenance.....	\$50,000.00	
Emergency services.....	<u>10,000.00</u>	\$60,000.00
Membership dues:		
Individual.....	2,991.04	
Organizational.....	<u>1,307.33</u>	4,298.37
Journal of Adult Education		
Subscriptions and sales of separate copies.....	1,193.23	
Advertising sales.....	<u>15.00</u>	1,208.23
Transferred from other funds		
Social Significance Study Program.....	3,364.09	
National Occupational Conference.....	<u>83.33</u>	3,447.42

Total Additions.....		68,954.02
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Total.....		<u>\$83,914.31</u>
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Deductions**Maintenance expenses:**

Annuity expenses.....	\$2,098.50	
Accountants' and Attorneys' fees.....	160.00	
Furniture and equipment.....	396.84	
Incidentals.....	109.80	
Incidentals—conferences.....	643.03	
Insurance.....	130.76	
Journal printing, honoraria, reprints.....	5,508.05	
Library.....	198.10	
Postage and general shipping charges.....	714.67	
Printing, publications, publicity.....	778.64	
Rent.....	7,650.00	
Repairs and maintenance.....	189.76	
Salaries.....	43,431.67	
Supplies, stationery, mimeographing.....	1,312.30	
Telephone and Telegraph.....	999.34	
Travel.....	925.02	
Emergency services.....	<u>8,700.33</u>	

Total Deductions.....		73,946.81
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Balance, September 30, 1940, per Exhibit "A".....		<u>\$9,967.50</u>
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EXHIBIT C

STATEMENT OF RECEIPTS, DISBURSEMENTS, AND BALANCES OF PUBLICATION,
SPECIAL PROJECT, STUDY, AND CONFERENCE FUNDS FOR THE YEAR ENDED
SEPTEMBER 30, 1940

<i>Adult Reading Study</i>			
Balance, September 30, 1939.....	\$477.84		
No change.....	..		
Balance, September 30, 1940.....			\$477.84
<i>Community Organization Service</i>			
Balance, September 30, 1939.....	3,080.90		
Deduct: Disbursements.....	<u>1,122.20</u>		
Balance, September 30, 1940.....			1,958.70
<i>Fifteenth Anniversary Celebration</i>			
Appropriation from Carnegie Corporation for:			
Expenses of meeting.....	3,000.00		
Special Proceedings issue of Journal.....	<u>2,000.00</u>		
	5,000.00		
Deduct: Disbursements.....	<u>3,697.39</u>		
Balance, September 30, 1940.....			1,302.61
<i>Forums Experimentation</i>			
Balance, September 30, 1939.....	1,032.20		
Deduct: Disbursements.....	<u>500.00</u>		
Balance, September 30, 1940.....			532.20
<i>International Cooperation in Adult Education</i>			
Balance, September 30, 1939.....	5,000.00		
No change.....	..		
Balance, September 30, 1940.....			5,000.00
<i>Miscellaneous Projects</i>			
Balance, September 30, 1939.....	1,260.00		
Deduct: Disbursements to National University Extension Association....	<u>1,260.00</u>		
Balance, September 30, 1940.....			..
<i>National Occupational Conference</i>			
Balance, September 30, 1939.....		1,425.00	
Deduct: Disbursements.....	\$1,341.67		
Transferred to Maintenance Fund—apportionment for overhead.....	<u>83.33</u>	<u>1,425.00</u>	
Balance, September 30, 1940.....			..
<i>Occupational Education and Guidance Service,</i>			
<i>U. S. Office of Education</i>			
Balance, September 30, 1939.....	8,763.41		
Add: Appropriation from Carnegie Corporation.....	<u>5,000.00</u>		
	13,763.41		
Deduct: Disbursements.....	<u>7,868.21</u>		
Balance, September 30, 1940.....			5,895.20
<i>Purchase and Distribution of Publications</i>			
Appropriation from Carnegie Corporation for:			
Study of rural reading.....	1,000.00		
Study of school buildings for community use.....	<u>1,000.00</u>		
	2,000.00		
Deduct: Disbursements.....	<u>12.00</u>		
Balance, September 30, 1940.....			1,988.00
<i>Radio Listening Groups—European Phase</i>			
Balance, September 30, 1939.....	500.00		
Deduct: Disbursements.....	<u>500.00</u>		
Balance, September 30, 1940.....			..

*Exhibit C—continued**Readability Laboratory**Report on Readability Study*

Balance, September 30, 1939.....	\$1,978.64	
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Deduct: Disbursements.....	<u>1,978.64</u>	
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Balance, September 30, 1940.....		..
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Readability Laboratory

Appropriation from Carnegie Corporation.....	15,000.00	
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Add: Fee for services of laboratory.....	<u>750.00</u>	
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	15,750.00	
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Deduct: Disbursements.....	<u>12,971.21</u>	
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Balance, September 30, 1940.....	\$2,778.79	\$2,778.79
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Regional Conferences on Adult Education

Balance, September 30, 1939.....	1,076.65	
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Add: Appropriation from Carnegie Corporation.....	<u>5,000.00</u>	
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	6,076.65	
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Deduct: Disbursements.....	<u>2,957.57</u>	
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Balance, September 30, 1940.....		3,119.08
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Research Report

Balance, September 30, 1939.....	1,024.50	
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No change.....	<u>..</u>	
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Balance, September 30, 1940.....		1,024.50
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Revolving Fund for Publications

Balance, September 30, 1939.....	3,065.46	
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Add: Receipts from sales of publications and royalties.....	<u>2,773.80</u>	
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	5,839.26	
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Deduct: Disbursements.....	<u>2,216.25</u>	
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Balance, September 30, 1940.....		3,623.01
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Social Significance Study Program

Balance, September 30, 1939.....	9,494.47	
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Add: Appropriation from Carnegie Corporation.....	<u>25,000.00</u>	
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	34,494.47	
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Deduct: Disbursements.....	24,109.75	
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Transferred to Maintenance Fund—apportionment for overhead.....	<u>3,364.09</u>	<u>27,473.84</u>
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Balance, September 30, 1940.....		7,020.63
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World's Fair Science and Education Exhibit

Balance, September 30, 1939.....	1,858.77	
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Deduct: Disbursements.....	<u>1,858.77</u>	
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Balance, September 30, 1940.....		..
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Total Publication, Special Project, Study, and Conference Funds, per

Exhibit "A".....		<u><u>\$34,720.56</u></u>
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ANNUAL REPORT OF THE DIRECTOR

EXHIBIT D

STATEMENT OF RECEIPTS AND DISBURSEMENTS OF APPROPRIATIONS RECEIVED
FOR ACCOUNT OF OTHER ORGANIZATIONS FOR THE YEAR
ENDED SEPTEMBER 30, 1940*Balance, September 30, 1939*

Payable to:		
Associates in Negro Folk Education	\$3,000.00	
People's Institute, United Neighborhood Guild	<u>2,000.00</u>	\$5,000.00

Receipts

Appropriations received from Carnegie Corporation, for account of:		
American Council of Guidance and Personnel Associations	500.00	
American Labor Education Service	2,000.00	
Claremont Colleges	1,500.00	
Cleveland Public Library	5,000.00	
Connecticut State Department of Education	12,000.00	
Foreign Language Information Service	8,500.00	
Hudson Shore Labor School	5,000.00	
Labor Temple	1,000.00	
National Council of Young Men's Christian Associations of America	10,000.00	
New York Public Library	2,000.00	
The Osborne Association	3,000.00	
People's Institute, United Neighborhood Guild	5,000.00	
Red Hook Community Association	5,000.00	
San Francisco School of Social Studies	3,000.00	
Workers Education Bureau of America	<u>5,000.00</u>	68,500.00
		<u>\$73,500.00</u>

Disbursements

Payments to:		
American Council of Guidance and Personnel Associations	500.00	
American Labor Education Service	2,000.00	
Associates in Negro Folk Education	3,000.00	
Claremont Colleges	1,500.00	
Connecticut State Department of Education	6,000.00	
Foreign Language Information Service	4,250.00	
Hudson Shore Labor School	4,000.00	
Labor Temple	1,000.00	
National Council of Young Men's Christian Associations of America	2,500.00	
New York Public Library	2,000.00	
The Osborne Association	3,000.00	
People's Institute, United Neighborhood Guild	4,500.00	
Red Hook Community Association	5,000.00	
San Francisco School of Social Studies	3,000.00	
Workers Education Bureau of America	<u>5,000.00</u>	47,250.00

Balance, September 30, 1940, per Exhibit "A"

Payable to:		
Cleveland Public Library	5,000.00	
Connecticut State Board of Education	2,000.00	
Foreign Language Information Service	4,250.00	
Hudson Shore Labor School	1,000.00	
National Council of Young Men's Christian Associations of America	7,500.00	
People's Institute, United Neighborhood Guild	<u>2,500.00</u>	\$26,250.00

II

EXHIBIT A

STATEMENT OF FINANCIAL CONDITION, MARCH 31, 1941

*Assets**Cash*

Capital Account.....	\$100,380.29	
Managing Account.....	<u>42,960.57</u>	
<i>Total Assets</i>		\$143,340.86

Liabilities

Prepaid membership dues.....	334.37	
Prepaid subscriptions to Journal of Adult Education.....	210.60	
Balance payable on appropriations received for account of other organizations, per Exhibit "D".....	<u>25,000.00</u>	
<i>Total Liabilities</i>		25,544.97

<i>Net Assets</i>		<u>\$117,795.89</u>
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The net assets comprise the following funds:

Maintenance Fund, per Exhibit "B".....	\$12,495.41	
Publication, Special Project, Study, and Conference Funds, per Exhibit "C".....	<u>105,300.48</u>	
<i>Total Funds</i>		<u>\$117,795.89</u>

EXHIBIT B

STATEMENT SHOWING CHANGES IN THE MAINTENANCE FUND FOR THE SIX MONTHS ENDED MARCH 31, 1941

<i>Balance, September 30, 1940</i>	\$9,967.50
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Additions

Appropriation received from Carnegie Corporation of New York.....	\$25,000.00	
Membership dues:		
Individual.....	\$2,624.90	
Organizational.....	<u>1,192.16</u>	3,817.06
Journal of Adult Education		
Subscriptions and sales of separate copies.....		1,345.64
Transferred from other funds		
Emergency Program.....	<u>3,700.00</u>	
<i>Total Additions</i>		33,862.70
<i>Total</i>		\$43,830.20

*Deductions**Maintenance expenses:*

Accountants' and Attorneys' fees.....	150.00	
Annuity expenses.....	919.92	
Furniture and equipment.....		
Incidentals.....	67.71	
Incidentals—conferences.....	233.10	
Insurance.....	69.75	
Journal printing, honoraria, reprints.....	3,118.69	
Library.....	127.03	
Postage and general shipping charges.....	462.01	
Printing, publications, publicity.....	188.02	
Rent.....	3,825.00	
Repairs and maintenance.....	14.75	
Salaries.....	20,649.98	
Supplies, stationery, mimeographing.....	853.37	
Telephone and telegraph.....	567.46	
Travel.....	<u>88.00</u>	
<i>Total Deductions</i>		31,334.79

<i>Balance, March 31, 1941, per Exhibit "A"</i>	<u>\$12,495.41</u>
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EXHIBIT C

STATEMENT OF RECEIPTS, DISBURSEMENTS, AND BALANCES OF PUBLICATION,
SPECIAL PROJECT, STUDY, AND CONFERENCE FUNDS FOR THE SIX MONTHS
ENDED MARCH 31, 1941*Adult Reading Study*

Balance, September 30, 1940.....	\$477.84	
No change.....	..	
Balance, March 31, 1941.....		\$477.84

Community Organization Service

Balance, September 30, 1940.....	1,958.70	
Deduct: Disbursements.....	40.06	
Balance, March 31, 1941.....		1,918.64

Emergency Program

Appropriations from Carnegie Corporation.....	85,000.00	
Add: Receipts from subscriptions and sales of publications.....	1,876.85	
	<u>86,876.85</u>	
Deduct: Disbursements.....	\$31,916.52	
Transferred to Maintenance Fund—apportionment for overhead.....	<u>3,700.00</u>	<u>35,616.52</u>
Balance, March 31, 1941.....		51,260.33

Fifteenth Anniversary Celebration

Balance, September 30, 1940.....	1,302.61	
Deduct: Disbursements.....	<u>1,302.61</u>	
Balance, March 31, 1941.....		..

Forums Experimentation

Balance, September 30, 1940.....	532.20	
No change.....	..	
Balance, March 31, 1941.....		532.20

Grants-in-Aid for Study of:

<i>Museums</i>		
Appropriation from Carnegie Corporation.....	2,000.00	
Deduct: Disbursements.....	<u>1,333.28</u>	
Balance, March 31, 1941.....		666.72
<i>Urban Adult Education Institutions</i>		
Appropriation from Carnegie Corporation.....	1,500.00	
Deduct: Disbursements.....	<u>500.00</u>	
Balance, March 31, 1941.....		1,000.00
<i>Adult Education Experiments in the United States</i>		
Appropriation from Carnegie Corporation.....	690.00	
Deduct: Disbursements.....	<u>311.00</u>	
Balance, March 31, 1941.....	<u>379.00</u>	2,045.72

International Cooperation in Adult Education

Balance, September 30, 1940.....	5,000.00	
No change.....	..	
Balance, March 31, 1941.....		5,000.00

New York Study of Engineering Training for National

<i>Defense</i>		
Appropriation from Carnegie Corporation.....	3,674.00	
Deduct: Disbursements.....	<u>3,674.00</u>	
Balance, March 31, 1941.....		..

Occupational Education and Guidance Service,

<i>U. S. Office of Education</i>		
Balance, September 30, 1940.....	5,895.20	
Deduct: Disbursements.....	<u>3,063.95</u>	
Balance, March 31, 1941.....		2,831.25

*Exhibit C—continued***Purchase and Distribution of Publications**

Balance, September 30, 1940.....	\$1,988.00	
Deduct: Disbursements.....	<u>1,715.95</u>	
Balance, March 31, 1941.....		\$272.05

Readability Laboratory

Balance, September 30, 1940.....	2,778.79	
Add: Appropriation from Carnegie Corporation.....	<u>15,000.00</u>	
	17,778.79	
Deduct: Disbursements.....	<u>7,852.72</u>	
Balance, March 31, 1941.....		9,926.07

Regional Conferences on Adult Education

Balance, September 30, 1940.....	3,119.08	
Deduct: Disbursements.....	<u>3,119.08</u>	
Balance, March 31, 1941.....		..

Research Report

Balance, September 30, 1940.....	1,024.50	
No change.....	<u>..</u>	
Balance, March 31, 1941.....		1,024.50

Revolving Fund for Publications

Balance, September 30, 1940.....	3,623.01	
Add: Receipts from sales of publications and royalties.....	<u>1,368.39</u>	
	4,991.40	
Deduct: Disbursements.....	<u>361.38</u>	
Balance, March 31, 1941.....		4,630.02

Social Significance Study Program

Balance, September 30, 1940.....	7,020.63	
Add: Appropriation from Carnegie Corporation.....	<u>10,000.00</u>	
	17,020.63	
Deduct: Disbursements.....	<u>2,403.86</u>	
Balance, March 31, 1941.....		14,616.77

Vocational Conferences Fund

Transfer from Teachers College, Columbia University, of former National Occupational Conference Fund.....	11,544.21	
Deduct: Disbursements.....	<u>779.12</u>	
Balance, March 31, 1941.....		10,765.09

Total Publication, Special Project, Study, and Conference

Funds, per Exhibit "A".....		<u>\$105,300.48</u>
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ANNUAL REPORT OF THE DIRECTOR

EXHIBIT D

STATEMENT OF RECEIPTS AND DISBURSEMENTS OF APPROPRIATIONS RECEIVED
FOR ACCOUNT OF OTHER ORGANIZATIONS FOR THE SIX MONTHS
ENDED MARCH 31, 1941*Balance, September 30, 1940*

Payable to:

Cleveland Public Library	\$5,000.00	
Connecticut State Board of Education	6,000.00	
Foreign Language Information Service	4,250.00	
Hudson Shore Labor School	1,000.00	
National Council of Young Men's Christian Associations of America	7,500.00	
People's Institute, United Neighborhood Guild	2,500.00	\$26,250.00

Receipts

Appropriations received from Carnegie Corporation, for account of:

American Labor Education Service	2,000.00	
Associates in Negro Folk Education	3,500.00	
The Osborne Association	2,500.00	
Red Hook Community Association	2,950.00	
University of Virginia	7,500.00	
Workers Education Bureau of America	5,000.00	
Workers' Educational Association of Canada	6,000.00	29,450.00
		<u>\$55,700.00</u>

Disbursements

Payments to:

American Labor Education Service	1,000.00	
Connecticut State Board of Education	6,000.00	
Foreign Language Information Service	4,250.00	
National Council of Young Men's Christian Associations of America	5,000.00	
The Osborne Association	2,500.00	
People's Institute, United Neighborhood Guild	2,500.00	
Red Hook Community Association	2,950.00	
University of Virginia	2,500.00	
Workers Education Bureau of America	2,500.00	
Workers' Educational Association of Canada	1,500.00	30,700.00

Balance, March 31, 1941, per Exhibit "A"

Payable to:

American Labor Education Service	1,000.00	
Associates in Negro Folk Education	3,500.00	
Cleveland Public Library	5,000.00	
Hudson Shore Labor School	1,000.00	
National Council of Young Men's Christian Associations of America	2,500.00	
University of Virginia	5,000.00	
Workers Education Bureau of America	2,500.00	
Workers' Educational Association of Canada	4,500.00	<u>\$25,000.00</u>

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